THEORETICAL APPROACHES TO DEVELOPING LISTENING COMPREHENSION COMPETENCE OF ELECTRICAL ENGINEERING STUDENTS

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Abstract. In the modern era of globalization and technological advancement, the demand for highly qualified engineering specialists with strong foreign language skills has significantly increased. For students majoring in Electrical Engineering, listening comprehension competence is particularly important, as professional knowledge is often acquired through spoken discourse such as lectures, technical presentations, online tutorials, and international conferences. This article explores the theoretical foundations of listening comprehension competence and examines its role in the professional training of Electrical Engineering students. The study analyzes linguistic, psychological, and pedagogical perspectives on listening comprehension and highlights its position within communicative competence. Furthermore, the article discusses profession-oriented listening instruction, the challenges posed by technical terminology, and the pedagogical value of authentic audio materials. The theoretical analysis demonstrates that systematic and professionally oriented listening instruction contributes to the development of communicative competence and professional readiness of future electrical engineers.

Key words: listening comprehension, communicative competence, professional-oriented instruction, electrical engineering students, foreign language education.

Annotatsiya. Maqolada elektr energetika yo‘nalishi talabalarida tinglab tushunish kompetensiyasini shakllantirishning nazariy asoslari keng yoritilgan. Tinglab tushunishning lingvistik, psixologik va pedagogik jihatlari tahlil qilingan hamda uning kommunikativ kompetensiya tarkibidagi o‘rni ochib berilgan. Shuningdek, kasbiy yo‘naltirilgan va kompetensiyaviy yondashuvlar, autentik audiomateriallarning ahamiyati nazariy jihatdan asoslab berilgan.

Kalit so‘zlar: tinglab tushunish, kommunikativ kompetensiya, kasbiy yo‘naltirilgan ta’lim, elektr energetika talabalari

Аннотация. В статье подробно рассматриваются теоретические основы формирования компетенции аудирования у студентов направления «Электроэнергетика». Проанализированы лингвистические, психологические и педагогические аспекты аудирования, а также его роль в структуре коммуникативной компетенции. Особое внимание уделено профессионально ориентированному и компетентностному подходам, а также использованию аутентичных аудиоматериалов.

Ключевые слова: аудирование, коммуникативная компетенция, профессионально ориентированное обучение, студенты электроэнергетики

Introduction. In recent decades, higher education systems worldwide have undergone significant transformation due to globalization, digitalization, and rapid technological progress. As a result, foreign language proficiency has become an essential requirement for specialists in technical

fields, including Electrical Engineering. Modern electrical engineers are expected not only to possess strong technical knowledge but also to communicate effectively in international professional environments.

Listening comprehension plays a central role in this process, as a considerable amount of professional information is delivered orally. Engineering students regularly encounter spoken language in the form of lectures, laboratory instructions, technical briefings, webinars, and multimedia resources. However, listening comprehension remains one of the most challenging language skills for learners, particularly for students whose primary focus is technical rather than linguistic education.

The purpose of this article is to analyze the theoretical foundations of listening comprehension competence and to examine its significance in the professional preparation of Electrical Engineering students. The article focuses on key theoretical concepts, challenges, and pedagogical approaches relevant to developing listening competence in a professional context.

Theoretical Understanding of Listening Comprehension. Listening comprehension is a complex and multifaceted cognitive process that involves the perception of auditory input, decoding linguistic signals, and constructing meaning. According to linguistic theory, listening requires knowledge of phonetics, vocabulary, grammar, and discourse structures. At the same time, psychological theories emphasize the role of attention, memory, and inference in understanding spoken language.

From a pedagogical perspective, listening comprehension is considered an active rather than passive skill. Learners do not simply receive information but actively interpret spoken messages using prior knowledge and contextual clues. For Electrical Engineering students, this interpretation process often involves integrating linguistic knowledge with technical background knowledge.

Researchers argue that effective listening comprehension depends on both bottom-up processes, such as recognizing sounds and words, and top-down processes, such as predicting meaning based on context. In professional listening situations, these processes interact continuously, making listening a demanding yet essential skill for engineering students.

Listening Comprehension as a Component of Communicative Competence

Communicative competence is a widely recognized concept in language education, encompassing grammatical, sociolinguistic, discourse, and strategic competencies. Listening comprehension occupies a central position within this framework, as it enables learners to understand spoken messages and respond appropriately.

In professional communication, especially in technical fields, listening competence is crucial for understanding instructions, participating in discussions, and collaborating with colleagues. Electrical engineers often work in multidisciplinary teams and international environments, where effective listening skills are necessary for successful communication.

Theoretical studies indicate that insufficient listening competence can hinder the development of other language skills, such as speaking and interaction. Therefore, strengthening listening comprehension is essential for fostering overall communicative competence among Electrical Engineering students.

Specific Characteristics of Listening for Electrical Engineering Students.

Listening comprehension for Electrical Engineering students has several distinctive features. First, professional audio materials often contain specialized terminology related to electrical systems, power generation, energy transmission, and automation. These terms may be unfamiliar or difficult to recognize in spoken form, even if students understand them in written texts.

Second, professional listening contexts frequently involve complex sentence structures, dense information flow, and abstract concepts. Lectures and technical presentations may be delivered at a fast pace, with limited repetition or explanation. Additionally, exposure to different accents and speech styles in international settings can further complicate comprehension.

These challenges suggest that general language listening exercises may not sufficiently address the needs of Electrical Engineering students. Instead, listening instruction should be adapted to the specific linguistic and cognitive demands of technical discourse.

Profession-Oriented Approach to Teaching Listening. The profession-oriented approach to language teaching emphasizes aligning instructional content with students’ future professional needs. According to this approach, listening activities should reflect real-life professional situations and tasks encountered in the field of Electrical Engineering.

Theoretical frameworks supporting profession-oriented instruction highlight the importance of relevance and authenticity in learning materials. When students engage with audio content related to their specialization, their motivation and engagement increase, leading to more effective learning outcomes.

Profession-oriented listening instruction may include tasks such as understanding technical explanations, following procedural instructions, and interpreting professional discussions. These tasks not only develop listening competence but also reinforce technical knowledge and professional thinking.

The Role of Authentic Audio Materials in Listening Development. Authentic audio materials are widely regarded as a valuable resource in developing listening comprehension competence. Such materials reflect real language use and expose learners to natural speech patterns, including pronunciation, intonation, and discourse markers.

From a theoretical perspective, authentic materials support experiential learning by immersing students in realistic communicative situations. For Electrical Engineering students, authentic audio resources may include recorded university lectures, industry presentations, safety briefings, technical demonstrations, and interviews with practicing engineers.

Research suggests that regular exposure to authentic materials enhances learners’ ability to process spoken language in real professional contexts. Moreover, authentic listening activities contribute to the development of critical thinking and professional awareness.

Competence-Based Approach to Listening Instruction. The competence-based approach focuses on developing learners’ ability to apply knowledge and skills in practical situations. In the context of listening comprehension, this approach emphasizes functional understanding rather than mere recognition of language forms.

For Electrical Engineering students, competence-based listening instruction involves tasks that simulate professional activities, such as problem-solving based on audio input or decision-making tasks following technical explanations. This approach encourages active engagement and practical application of listening skills.

Theoretical studies indicate that competence-based instruction supports the holistic development of professional competence, integrating linguistic, cognitive, and professional skills.

Conclusion. The theoretical analysis presented in this article highlights the importance of listening comprehension competence in the professional training of Electrical Engineering students. Listening comprehension is a complex cognitive and linguistic process that plays a central role in communicative competence and professional effectiveness.

The specific characteristics of technical discourse necessitate a profession-oriented and competence-based approach to listening instruction. The use of authentic audio materials and consideration of students’ professional needs contribute significantly to the development of listening competence.

In conclusion, systematic and theoretically grounded listening instruction is essential for preparing Electrical Engineering students to function successfully in international professional environments. Further research may focus on empirical studies and practical methodologies for implementing these theoretical principles in classroom practice.

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